

# Michigan After-School Initiative 2003 Report





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# Acknowledgements

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This Michigan After-School Initiative (MASI) report is made possible by the vision of State Representative Doug Hart, sponsor of House Resolution No. 26 (H.R. 26) that created the task force co-chaired by the Michigan Department of Education and the Family Independence Agency. Additionally, we would like to recognize the bipartisan and bicameral support of the Resolution's 37 initial co-sponsors along with significant support from Governor Jennifer Granholm and the State Board of Education, and its president Kathleen Straus. The State Board of Education has long been interested in students' activities during their out-of-school time, and has produced recommendations from its task force on Integrating Schools and Communities. The recommendations in this report reflect and expand on the State Board's initiatives in this area.

We appreciate the public and private partnerships that funded the assessment of the current status of after-school services for school-age children in Michigan and the support to publish this report from: Mayor's Time – Detroit; Michigan State

Thomas D. Watkins, Jr.  
Superintendent of Public Instruction  
Michigan Department of Education

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It is our pleasure to recognize the support and involvement of the many volunteers representing a broad coalition of organizations interested in after-school issues who we acknowledge in Appendix B and C. The leadership of Dr. David Kingsley, the MASI coordinator, is greatly appreciated. This report demonstrates that the well-being of all Michigan residents can be improved by increasing the accessibility and quality of after-school programs.

Nannette M. Bowler  
Director  
Family Independence Agency

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## House Resolution No. 26

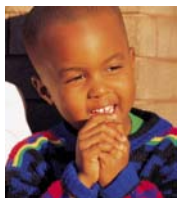
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# Executive Summary

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The task force, called Michigan After-School Initiative (MASI), was formed in response to House Resolution No. 26. The first task was to develop a broad coalition of organizations committed to after-school issues and involved in youth development, child care, child advocacy, schools, community work, faith-based initiatives and other related child welfare concerns. This report represents the work of more than 70 MASI members representing over 40 organizations involved in advocating or providing after-school programs throughout Michigan. Over the summer and early fall, the task force and its six sub-committees met to research and develop this report and recommendations.

There is a growing body of evidence suggesting youth are most at risk during the after-school hours and that many youth are at risk of academic failure. Current estimates by the U.S. Department of Education suggest that between 80 and 90 percent of a child's waking hours are spent outside the classroom. The majority of school-age youth are not enrolled in after-school programs. The pros and cons of various after-school care are identified. As a result, opportunities for school-age youth to increase their academic and personal success are limited.

During the hours of 3 p.m. - 6 p.m., the occurrence of juvenile crime triples. These are the hours that kids are most likely to become victims of crime. Being unsupervised after school doubles the risk that 8th-graders will smoke, drink alcohol or use drugs (Newman et. al., 2003). After-school programs empower youth to overcome challenges that they face in their home, school, or community environment and help children develop resilience to reach their full potential.

After-school programs can produce excellent economic returns by reducing dollars spent on school failure, crime and health care costs. The annual costs of juvenile crime in Michigan are in the billions if one considers the number of

juvenile delinquents that enter a life of crime. In addition, children and youth have become increasingly inactive and overweight. The health implications of this trend are long-term and extremely costly.

After-school programs provide increased opportunities for children to learn lifelong skills, to remain physically active and improve their nutrition choices. Moreover, after-school programs can serve as effective alternatives to reducing child hunger by serving dinner to those children in need.

There were several questions posed by H.R. 26 (Appendix A) that required statewide data collection efforts to determine the current status of after-school programs in Michigan. An internet capacity survey of over 9000 service providers was conducted. In addition, a general population survey of Michigan households was conducted which was stratified by the six Michigan State University Extension regions to: (a) gather the experiences of Michigan families; and (b) assess their attitudes and perceptions of after-school programs. Regional differences are explored according to the six regions of Michigan. Bulleted items represent survey results.

Key findings from the online capacity survey were:

- Younger children (ages 5–9) had the most after-school care options available to them and the oldest (ages 14-17) had the fewest.
- 'Lack of funding' and 'lack of trained staff' were the largest barriers for agencies providing after-school programs for Michigan's youth and 'having enough participants' was of least concern.
- Nineteen percent of service providers are private non-profits, 45 percent are public non-profits, 29 percent are government agencies, and 7 percent are for-profits.

Key findings from the Michigan household survey were:

- Sixty-six percent of parents/guardians rely on a variety of after-school care for their children.
  - One third of children are home alone (latchkey) for one to five days per week.
  - Twenty-nine percent of children are involved in a formal after-school program.
- Of the families without after-school programs (71 percent):
  - one-half reported they were NOT aware of after-school programs in their area;
  - and these families report being worried about a number of consequences such as safety (20 percent), social development (16 percent), and their children's activity level (18 percent). These worries also vary by the six regions of Michigan.
- Southeastern Michigan has the highest rate of after-school participation. However, the families in this region without after-school programs reported the highest levels of concern in regards to their children's safety, social development, and activity level.
- Children in after-school programs tend to read, use the computer, complete homework and interact with an adult more often than those under the care of a babysitter.
- Children left in the care of a sibling had the highest rate of behavioral problems as well as the highest rate of trouble with the law or at school.
- Nineteen percent of children were reported as having special needs or disabilities.
- Only 62 percent of families felt their community had the resources to include children with disabilities in after-school programs. This contradicts the finding that 91 percent of the after-school providers felt that their programs were accessible to children with disabilities.
- Seventy-seven percent of the families voted in 2000.
- Eighty-three percent supported funding for after-school programs.
  - The highest level of support for after-school funding was in the Southeast and Upper Peninsula.

Best practices for primary/elementary and secondary school-age children and youth are identified. The research emphasized the need for developmentally appropriate practices to promote safety, participation and active

engagement. These activities promote: adequate nutrition and physical activity; health and shelter; multiple supportive relationships with adults and peers; meaningful opportunities for involvement and membership; structure and clear limits; safety; challenging, engaging activities and learning experiences; and involving youth in decision-making regarding after-school offerings and desired outcomes.

Organizational best practices include aspects such as: staffing, facilities and administration. Activity best practices include aspects such as: goal setting, coordinating activities effectively and relationships that are developed between staff and youth.

Coordinated community-wide leadership is defined as coordinated community-based systems that support after-school programs throughout the community for all school-age children and youth. Identifying these programs provides a framework that enables agencies to be as efficient and effective as possible. This report outlines six components of coordinated community-wide leadership structures: (a) collaboration and coordination, (b) community-wide leadership teams (CWLTs), (c) legislation and financing, (d) access, (e) marketing and communications, and (f) quality outcomes and evaluation. This section closes with examples of coordinated community-wide leadership in Michigan and other states.

This report concludes with an action plan for providing after-school programs for all children in Michigan. This action plan focuses on specific goals, objectives and actions needed to finance and sustain quality after-school programs throughout Michigan. The actions emphasize the need for coordinating existing resources by: (a) leveraging additional resources for funding program operations; (b) underwriting training and technical assistance; (c) designing and implementing evaluations; and (d) aligning the costs of state and local infrastructure supports. The Implementation Committee's recommendations capitalize on existing infrastructures such as Michigan's Multipurpose Collaborative Bodies (MPCBs) or CWLTs, to maximize available resources and to avoid redundancies. To achieve goals and objectives requires the coordination and collaboration of state and local systems to support local program activities. Five goals

along with corresponding objectives and actions are identified.

- Goal 1. Reinforce and extend existing public support for after-school programs.
- Goal 2. Develop state structures and policies that support quality after-school programming.
- Goal 3. Identify and facilitate access to sustainable funding mechanisms for existing after-school programs.
- Goal 4. Ensure that all Michigan school-age children have access to a variety of quality after-school programs that enhance physical, social, emotional and cognitive development.
- Goal 5. Alleviate after-school childcare burdens of working parents and caregivers.

In order to accomplish the above goals several key policy and legislative actions were recommended:

- Establish enabling language in Michigan Department of Education (MDE) and Family Independence Agency (FIA) Budget Bills to expand MASI's duration and to include oversight of the implementation plan to ensure access to after-school programs for every school-age child in Michigan. MASI will report annually to the Governor and Legislature.
- Establish enabling language in MDE and FIA budget bills to fund a MASI Coordinator position (25 percent/25 percent match from MDE/FIA; 50 percent match with private funding) to manage the MASI. To date, the efforts of MASI members has resulted in over \$300,000 of in-kind and grant support to supplement the investment in staffing of \$50,000 to fulfill the mandate of H.R. 26.
- Direct the Michigan Department of Management and Budget (DMB) to analyze expenditures for children and youth services for the purposes of establishing a youth development budget.
- Enact enabling legislation that allows private, and local public funds to be pooled and used to leverage available federal funds, which the state cannot draw down due to a lack of general fund dollars to match available federal revenues. Special attention should be paid to leveraging non-traditional, federal and state after-school funding (e.g., Medicaid) for behaviorally or developmentally challenged children.

- Enact an after-school program and child care tax credit (not a tax deduction) for parents and caregivers to offset the costs of after-school care for their children.
- Enact corporate tax incentives for contributions of resources to after-school and other out-of-school time programs (e.g., child care, before-school, evening, weekend, intersession, summer).
- Work with county administrators, courts, MASI, Governor and Legislature to develop and enact an enhanced county child care fund to increase available funding for after-school programs to avert out-of-home placements.
- Sustain existing funding for after-school programming currently in departmental budgets.
- Memorialize Congress to combine the federal Child and Adult Care Food Program, After-School Snack/Supper Program into one combined feeding program.

### Summary

In summary, the evidence that after-school programs play an invaluable role in positive youth development is clear and compelling. The benefits also extend beyond participants to their families, communities and all Michigan taxpayers. MASI members feel very strongly about the need for a statewide initiative to increase the quality and capacity of after-school programs throughout Michigan. They will continue advocating for MASI and are committed to the actions outlined in this report.

This report fulfills the mandate required by H.R. 26 and presents specific actions that need to be taken to ensure that all school-age children and youth have access to quality after-school programs. Rather than being a liability in a challenging economic environment, these actions will produce tremendous social and economic returns to Michigan taxpayers. Finally, evidence is provided that demonstrates Michigan parents and voters overwhelmingly support investing resources in after-school programs.



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# Introduction

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On April 10, 2003, The Michigan House of Representatives adopted House Resolution No. 26 (H.R. 26) (See Appendix A for full version).

*Resolved by the House of Representatives, that we request the Department of Education and the Family Independence Agency to convene and co-chair a task force, to be known as the Michigan After-School Initiative, to develop a plan to ensure quality after-school programs for every school-age child in the state.*

Furthermore, Michigan H.R. 26 requests the Michigan After-School Initiative (MASI) to:

1. Identify the number of children and youth participating in after-school programs statewide.
2. Identify the number and location of children and youth who are in need of after-school programs.
3. Review and report on model programs and research-based best practice program components for children and youth that will attract them to attend after-school programs in Michigan.
4. Develop an Implementation Plan for Michigan designed to serve all of Michigan's school-age children in need of after-school programs. The implementation plan should (a) ensure better academic, social and emotional outcomes for children; (b) identify the various funding streams currently supporting after-school programs; (c) identify policy changes and resources that are needed to make the programs available to all children; and (d) structure better coordination between after-school programs and children's services providers around the state.

5. Complete a report on all of the above items and deliver the report including an Implementation Plan to the Governor and the Legislature by December 15, 2003.

The members of the Michigan After-School Initiative represent a wealth of expertise and fulfill a multitude of roles in the Michigan community. Appendix B contains a list of all of the MASI committee members and organizations that are currently participating in MASI. Every member feels that the people of Michigan understand that it is imperative to provide children and youth with accessible, quality after-school programs.

Moreover, they understand that after-school programs are an essential element of our state's children and youth development system. The base of that system is supported by families and includes communities, schools, and faith-based organizations. Governor Granholm's initiatives for encouraging reading during early childhood and improving Michigan's high-priority are important elements addressing significant systemic challenges. Access to quality after-school programs supports this initiative and enhances the opportunity for youth to reach their full potential.

Without appropriate comprehensive support for growing and maturing children and youth, society produces young adults with huge asset deficits (Benson, 2000). School-age youth left unsupervised during after-school time "are far more likely to use alcohol, drugs, and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, display more behavior problems, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults" (Chung et al., 2000). The deep

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"After-school programs help you reach your goals and help you make positive choices. I have so much fun. I don't even want to go home."  
Alicia, age 12

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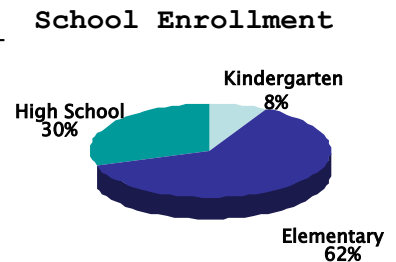
and lasting troubles for children created by a lack of adult supervision and interaction are a direct threat to the social security of seniors, the ability of our state to compete technically in the world, and the quality of life in Michigan.

Children and youth with nothing to do during out-of-school hours miss valuable chances for growth and development (National Institute on Out-of-School Time, 2003). School-age children and youth spend between 10 to 20 percent of their waking hours in school (Newman et al., 2000; Sosniak, 2001). It is estimated that 12 percent of primary school children spend time alone regularly in the after-school hours and as many as 70 percent of youth over ten years of age spend time on their own (Dryfoos, 1999). The hours from the end of school until the end of the workday, therefore, give the community an opportunity to structure and invest the time of children and youth in positive social, emotional, cognitive, and physical skill-building activities (Coltin, 1999).

As stipulated in H.R. 26, this report addresses the following questions:

1. *What are the after-school needs of Michigan households with school-age children and what is the capacity of community-based organizations to provide these services?* Written by the MASI Needs and Capacity Research Committee, this report section presents survey data from Michigan families in all areas of our state on the level of need for after-school services.

2. *What does a high quality after-school program look like?* Written by the MASI Best Practice Committees, this report section presents scientific and pragmatic information on how adult leaders can work effectively with primary grade through high school-age children and youth in a variety of after-school settings.
3. *How can communities organize to provide after-school programs?* Written by the MASI Coordinated Community-Wide Leadership Committee, this report section presents essential components of coordinating after-school programs operating within a community. Examples are provided, from Michigan and other states, of communities that have successfully organized to provide quality after-school programs.
4. *What needs to happen in terms of policy and resources at the state level to deliver quality after-school services?* The MASI Implementation Plan Committee presents specific recommendations for local and statewide policies and resources that must be in place to provide quality after-school programs to all of Michigan's school-age children.



\*Source: US Census  
2000  
Supplementary Survey



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# Value of After-School Programs

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Many very low income, single parents are required to work up to full-time as a condition of receiving welfare benefits. Without access to constructive after-school activities, these youths may lack supervision or the opportunity to develop positive relationships with adults or peers. (Sorenson, 2002)

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There are tremendous social, economic, and health benefits for children and youth who participate in after-school programs. These benefits extend from the children to their families and to all Michigan residents. The National Institute on Out-of-School Time (2003) provided considerable evidence of the value of after-school programs. This evidence combined with the data that youth are most at risk during the after-school hours and that too many children are at risk of academic failure, has stimulated an expanded interest in providing after-school programs for all school-age children.

Current estimates by the U.S. Department of Education suggest that between 80 and 90 percent of a child's waking hours are spent outside the classroom (Newman et al., 2000; Sosniak, 2001). Although by 1999, nearly six million children, kindergarten through eighth grade, participated in before- and after-school programs, the majority of youth in this age group were not enrolled in such programs. It is estimated that anywhere from 8 to 15 million children go home to an empty, unsupervised house every day (Dierking & Falk, 2003). This translates into 262,000 to 490,000 children who are home alone after school in Michigan.

There are many negative consequences to leaving children in self-care or sibling-care. The opportunity for both the older and younger siblings to participate in activities that could help them increase their academic and personal success are limited. Other consequences from the lack of positive adult supervision include: injury, decreased emotional well-being, poor performance in school, increased sedentary behavior,

and delinquency. Research has suggested that the peak times for youth to engage in, or be victims of, violent crimes are between 3 p.m. and 6 p.m. Monday through Friday during the school year (Snyder & Sickmund, 1999). These are also the peak times for youth to engage in sexual activities and/or use drugs or alcohol (National Institute on Drug Abuse (NIDA) & National Institute of Health (NIH), 2002). Dryfoos (1999) reported that tenth graders who were not engaged in extracurricular activities were 57 percent more likely to drop out of school, 49 percent more likely to use drugs, 37 percent more likely to smoke, and 27 percent more likely to be arrested than tenth graders who spent one to four hours weekly in extracurricular activities. Baker and Witt (1996) found that involvement in after-school programs increased academic achievement.

Protective (resiliency building activities) factors can empower youth to overcome challenges that they face in their home, school, or community environment (Garnezy, 1996; Jessor, 1992; Rutter, 1985; Spielberger & Halpern, 2002). Increasing protective factors are seen as a means of helping children develop resilience to reach their full potential. Children need to develop competencies that enable them to successfully transition into adulthood by overcoming challenges that they face at home, school, and in their communities (Garnezy, 1993; National Research Council and Institute of Medicine, 2002; United States Department of

Education, 2002). Resiliency theory stresses the need to focus on attributes and processes that enable children to succeed despite adversity, rather than focusing solely on children who reflect failure and incompetence. Thus, researchers and youth professionals have been encouraged to move beyond the identification of children's limitations toward identifying factors that can enable children to reach their full potential.

Structured experiences for youth provide excellent economic returns. Economic estimates suggest that a youth engaging in a life of crime costs society 1.7 to 2.3 million dollars in victim costs, court fees, incarceration costs, property damage, insurance, and loss of economic productivity (Cohen, 1998). Research suggests that after-school programs can reduce child care costs, improve school performance, increase compensation/future taxable income earnings, reduce crime costs, and reduce welfare costs (Brown et al., 2002). This study also reported a return to taxpayers that ranged from \$2.99 to \$4.03 for every dollar spent on after-school programs. Mayor's Time in Detroit estimated that the return on every dollar invested in quality schools and after-school programs was \$12.19 (Mayor's Time, 2002). Unfortunately, because learning outside of the traditional school setting is under appreciated, it is also under funded, diluting its presence and impact. Federal support for non-traditional educational institutions, such as after-school programs, represents roughly 1 percent of the nation's total expenditures on public education.

Providing structured experiences for youth can also positively impact our health care system. In the past two decades, children and youth have become increasingly inactive (Anderson et al. 1998; Center on an Aging Society, 2002; Michigan Department of Education, 2002; Wang

& Dietz, 2002). Nearly 40 percent of Michigan youth say they engage in insufficient or no physical activity on a regular basis; at least 10.7 percent of high school youth are overweight and 13.3 percent are at risk for becoming overweight (Michigan Department of Education, 2001). The health implications of this trend are long-term and extremely costly. Childhood obesity is directly related to increases in diabetes, sleep apnea, gall bladder disease, and obesity-related asthma (Wang & Dietz, 2002). Moreover, obese children are likely to remain obese as adults and face increased health care issues (Center on an Aging Society, 2002). Research has suggested that increasing physical activity among more than 88 million inactive Americans over age 15 could reduce annual health care costs by as much as 77 billion dollars (Anderson et al., 1998). The direct and indirect costs associated with physical inactivity in Michigan in 2002 are estimated at 8.9 billion dollars (Dejong et al., 2003).

The general public is beginning to understand that there is considerable value in providing after-school programming. According to the After-school Alliance (2000), nine out of ten voters support the need for organized activities or a place where children can go every day after school. A survey of 975 Michigan residents regarding out-of-school time found that the majority would like to increase funding as a means to reduce juvenile crime. An overwhelming majority (82 percent) of these respondents favored increasing the number or variety of structured out-of-school activities available to youth in their communities (Suvedi, Wruble & Youatt, 1997).

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3 p.m.-6 p.m.  
Monday through  
Friday is the peak  
time for youth to:

- engage in or be victims of violent crimes
- engage in sexual activities
- use drugs or alcohol

(Dryfoos, 1999; Snyder & Sickmund, 1999)

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Kids who are engaged in extracurricular activities one to four times per week are less likely to engage in risk-taking behaviors.  
(Dryfoos, 1999)

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# Current Status of After-School Programs in Michigan

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Children attending after-school programs had the best outcomes of any other after-school option ranking highest in academic progress, better able to get along with others, and had the best reported social skills.

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There were several questions posed by H.R. 26 that required statewide data collection efforts to determine the current status of after-school programs in Michigan. To this end, two surveys were conducted: a general population, random digit dial telephone survey of Michigan households and an internet survey of after-school service providers. The former probability sample allowed us to gather the experiences of Michigan families as well as to assess their attitudes and perceptions of after-school programs. In order to detect regional differences, the random digit dial survey was stratified according to the six Michigan State University Extension regions of Michigan. The latter internet survey of after-school service providers is a non-probability survey. More than 9,000 service providers were contacted to complete the survey because they currently provide after-school services to school-age youth.

## According to After-School Service Providers

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An online survey of after-school providers was conducted to assess the capacity of existing after-school programs in Michigan. The instrument itself was adapted from a survey developed by Mayor's Time in Detroit. Mail requests were sent out by the Michigan 4C Association to 7,500 agencies providing after-school programs. In addition, e-mail requests were sent out by four MASI members through their organization e-mail lists: Michigan Recreation and Park Association (over 1,100); Michigan Municipal League (over 800); Michigan State University Extension 4-H (over 200); and Mayor's Time (over 600).

These e-mail lists covered the state of Michigan including urban and rural areas. This request described the purpose of this survey and asked the members of these organizations to have their site coordinators/supervisors complete a questionnaire for each site operated by the organization. The Needs and Capacity Research Committee designed the questionnaire. It focused on participant information, barriers to providing after-school programs, and the types of services provided to three age groups of children.

Since there are widely varying programs depending on the age of the participants, we asked service providers a variety of questions according to three age groups.

### The Youngest (ages 5-9)

Children in this age group had the most options in terms of after-school care. Seventy percent of the agencies completing the service provider survey offered after-school programs Monday through Thursday with 61 percent reporting services offered on Fridays. The average capacity of agencies offering services to this age group was 71 children. Only 14 percent of these agencies offered transportation to their participants. Funding comes from a variety of channels with 30 percent reporting they receive grants, 39 percent report charging fees to provide after-school care with 7 percent offering sliding scales based on family income, 16 percent of agencies report having fundraisers, 7 percent report receiving funding from the city and 2 percent from the county.

### The Middle Years (ages 10-13)

The average number of children per agency serving 10-13 year olds is 74 participants. Compared to the Youngest,

the days where after-school care is available declines. A little over 60 percent of the agencies offer after-school care Monday through Thursday and only 55 percent offer programs on Fridays. Twenty-one percent of these agencies offer transportation to children in this age group. Regarding funding, 27 percent of agencies serving this age group receive grants, 30 percent charge fees with 7 percent of these agencies offering fees based on a sliding scale, 14 percent conduct fundraisers, 11 percent receive funding from the city, and 2 percent from the county.

### **The Oldest (ages 14-17)**

Older youth have the least options in terms of after-school programming. Approximately 30 percent of after-school service providers have programs for this age group. The average number of youth at agencies that provide after-school services for this age group is 352. Only 5 percent of the agencies provide transportation. Eleven percent of funding for the Oldest comes from grants, 11 percent from fees, 14 percent from fundraisers, 9 percent receive city funding, and 2 percent receive funding from the county.

### **Race and Ethnicity**

Agencies reported serving a diverse clientele with 66 percent White, 22 percent African American, 9 percent Latino, and 5 percent Asian American, American Indian, or Pacific Islander.

### **Special Populations Served**

Sixty-two percent of agencies reported they have served children with

physical and mental disabilities, whereas 91 percent of agencies reported they were accessible to children with physical and mental disabilities. Fourteen percent of agencies report they currently serve homeless children; 46 percent currently have participants with disabilities; 7 percent currently serve youth on probation; 89 percent have low-income participants; and 25 percent have migrant participants.

### **Licensing**

Only 40 percent of after-school programs serving Michigan children are licensed by the State of Michigan.

### **Funding**

Sixty percent of agencies providing after-school programs report their funding is decreasing and only 19 percent of these agencies report having adequate funding to provide after-school services for their clientele.

### **Nutrition**

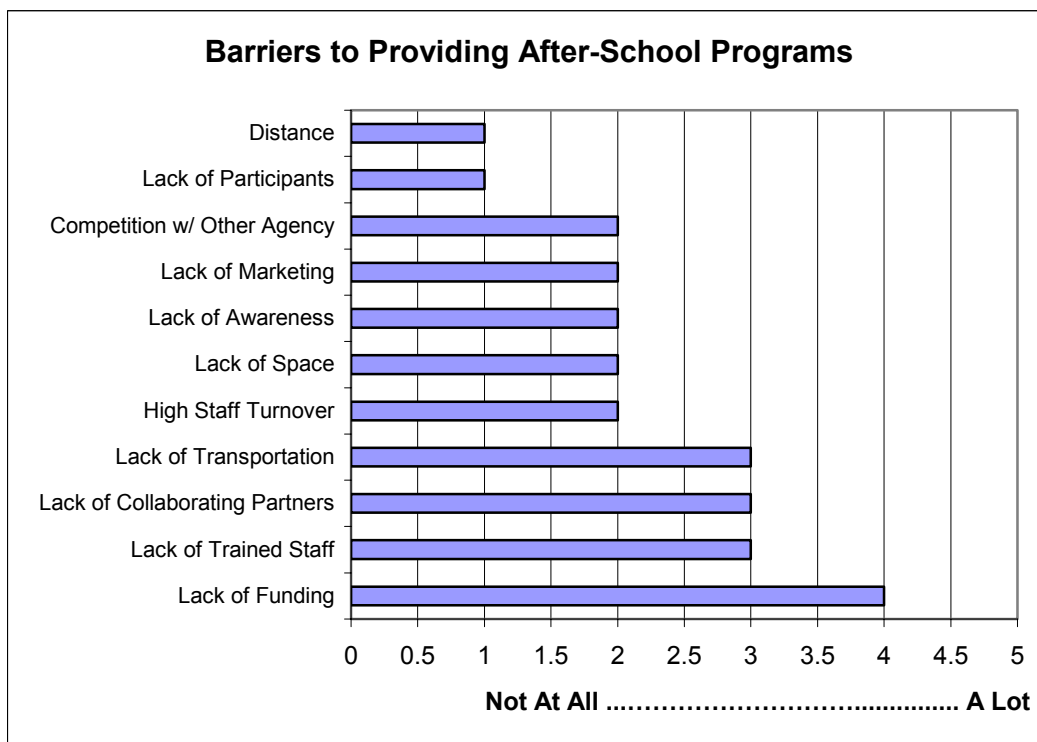
Seventy-six percent of programs offer snacks and 5 percent offer their student participants dinner.

### **Barriers to providing after-school programs**

Respondents were asked to evaluate the barriers to providing after-school programs on a five-point scale ranging from 1 (not at all) to 5 (a lot). The median scores are reported by responding agencies in the chart on page 10.

In sum, 'lack of funding' was the largest barrier for agencies providing after-school programs for Michigan's youth and 'having enough participants' ranked as the least of their concerns.

'Lack of funding' was the largest barrier for agencies providing after-school programs for Michigan's youth and 'having enough participants' ranked as the least of their concerns.



#### Sustainability and Needs Assessment

Only 57 percent of after-school programs report having developed a plan of sustainability, and 53 percent report having conducted a needs assessment.

#### Legal status of service providers

Nineteen percent of service providers are private non-profit, 45 percent are public non-profit, 29 percent are government agencies, and 7 percent are for-profit.

#### According to Michigan Households

In addition to the internet survey of after-school service providers, a general population, random digit dial telephone survey was conducted. More than 14,500 Michigan households were contacted to identify 2,405 households with 4,255 children. In order to detect regional differences, the random digit dial survey was stratified according to the six Michigan State University Extension regions, meaning there are approximately 400 households surveyed per region. This report on Michigan households is based on those findings.

**The number of children and youth served in after-school programs**

Sixty-six percent of parents/guardians (1,349,796 children) rely on a variety of after-school care for their children. Often times, when parents/guardians of those children cannot be there to interact and supervise their children in the hours immediately following school, these children are left in the care of siblings or by themselves. Thirty-five percent of the parents who are able to arrange after-school care and activities rely on a patchwork system for their children (472,429 children). In families where adult supervision is unavailable during after-school hours, 22 percent arrange for a babysitter, and 14 percent (188,971 children) are watched by another sibling. Often times there is little age difference between the care-giving sibling and the child being cared for. Using the help from other family members often plays an important role in after-school care (41 percent). Nearly one-third of Michigan's children (449,928 children) are left to care for themselves for one to five days per week.

For those children who are involved in a formal after-school program, 58 percent participate in sports, band, drama, yearbook or other extra curricular activity from one to five days per week. Forty-four percent of children whose families have arranged for care immediately following school are involved in a formal after-school program. Thus, 29 percent of the families have children who participate in formal after-school programs (593,910 children). Parents report that 20 percent of their children aged 13-18 (179,778 youth) have a job that occupies their time immediately following school. Finally, 37 percent of families who use after-school programs

report their children attend other activities and clubs for at least one day of the school week.

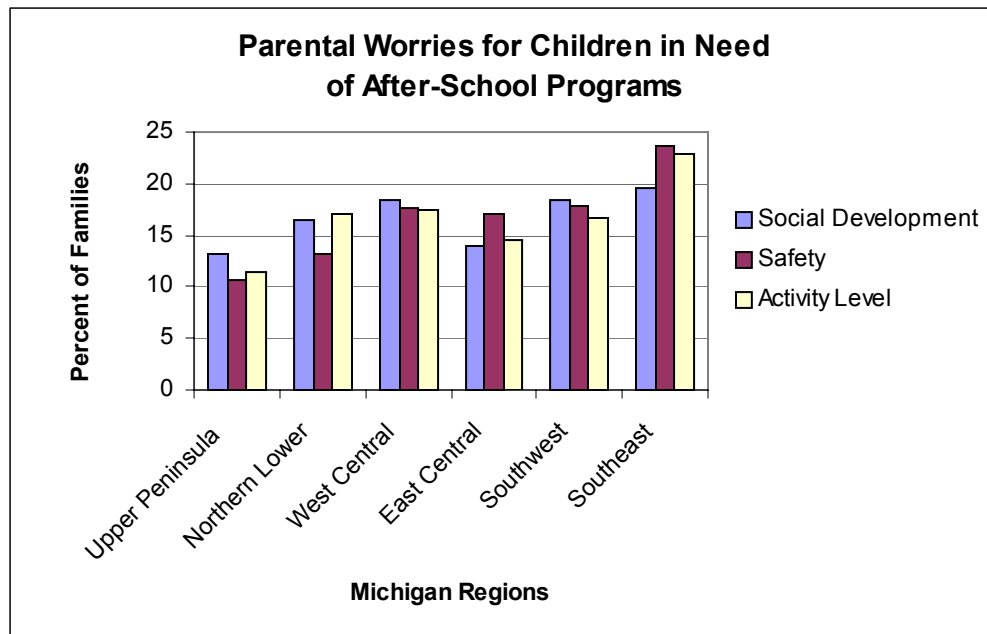
**What do Michigan families think about formal after-school programs?**

For families who are enrolled in formal after-school programs, an overwhelming majority (99 percent) report they are satisfied with the program. This is not to assume that parents approve of all Michigan after-school programs because dissatisfied families remove their children from the program. For families without after-school programs, one half reported they were NOT aware of after-school programs in their area. Families who reported they were aware of after-school programs in their area but did not utilize them were asked why not. A combination of reasons were provided including other obligations, cost, child does not want to attend, child is too young or old, transportation, safety, quality, or somebody is available at home to care for them such as a sibling.

**Children and youth who are in need of after-school programs**

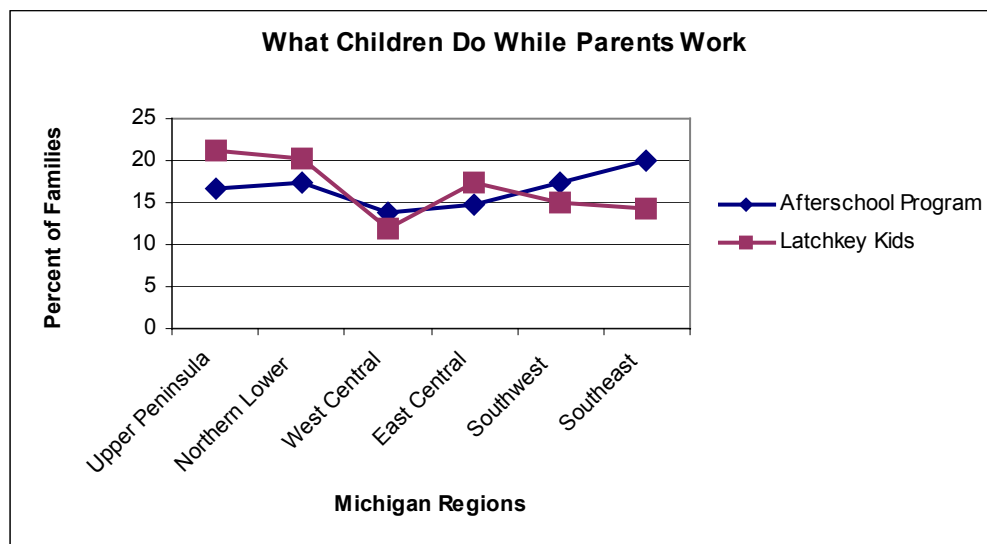
Forty-eight percent of Michigan families who do not have after-school care wish their children could attend after-school programs. Families whose children do not attend an after-school program report being worried about a number of consequences for their children, such as safety (20 percent), social development (16 percent), and activity level (18 percent). Working parents then find themselves managing their children by "remote control," (i.e. telephone, e-mail, two ways, cell phones, neighbors). These worries vary by region of Michigan.

Families in Southeast Michigan without after-school programs reported the highest concerns about their child's social development, safety, and activity levels.

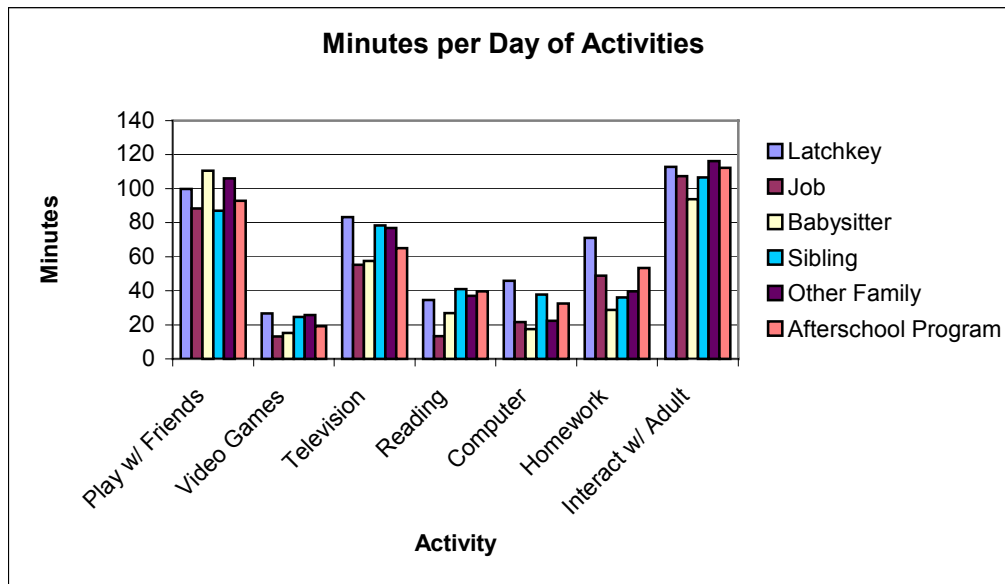


Families in Southeast Michigan without after-school programs reported the highest concerns about their child's social development, safety, and activity levels. These findings are consistent with crime statistics and the Youth Risk Behavior Survey (Michigan Department of Education, 2002), which find crime and obesity to be the highest in this region of Michigan.

The Southeast has the highest rate of participation in after-school programs in the state.



There are many after-school options for children with working parents. Some children are left to care for themselves while others have opportunities for after-school programs. Interestingly, the Southeast has the highest rate of participation in after-school programs in the state, and yet for families without after-school programming, they report the highest levels of concern in regards to their children's safety, social development, and activity level.




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Children in the care of a baby sitter are not reading as much or using the computer, doing homework, or interacting with an adult as much as children who are in other forms of after-school care.

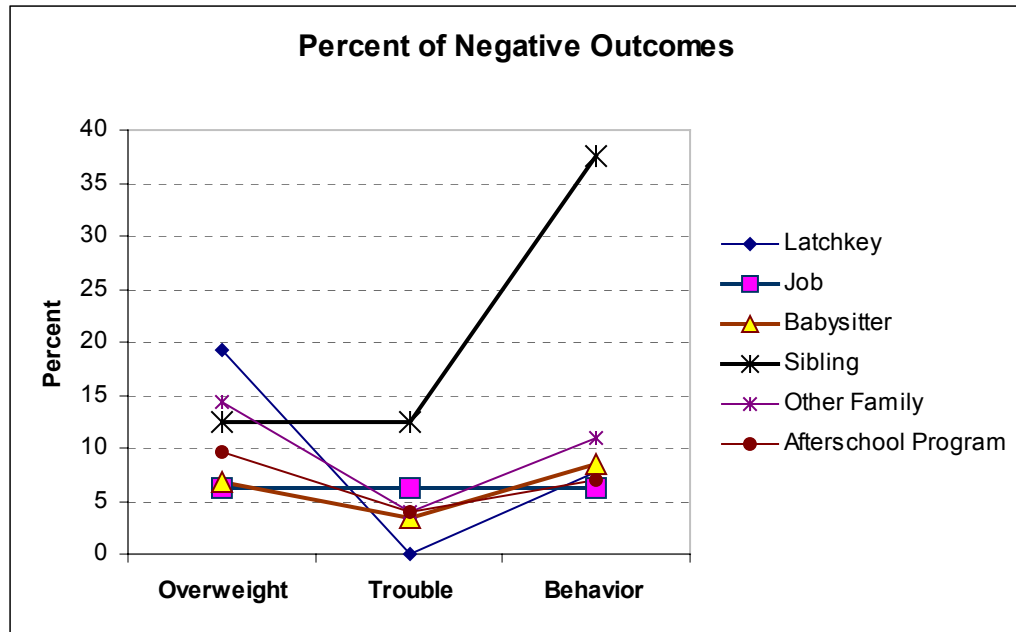
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### How do Michigan's children involved in after-school programs compare to those without?

Michigan families reported a variety of after-school care options including latchkey children, having a job, hiring a babysitter, having a sibling or other family member watch the child and having their child participate in a formal after-school program, club, or sport. Families were then queried as to the number of minutes per day their child spends playing with friends, playing video games, watching television, reading books, using the computer, doing their homework and interacting with an adult. There are many positive and negative benefits to each type of after school care option. Excessive television watching has been inversely linked to social development and academic

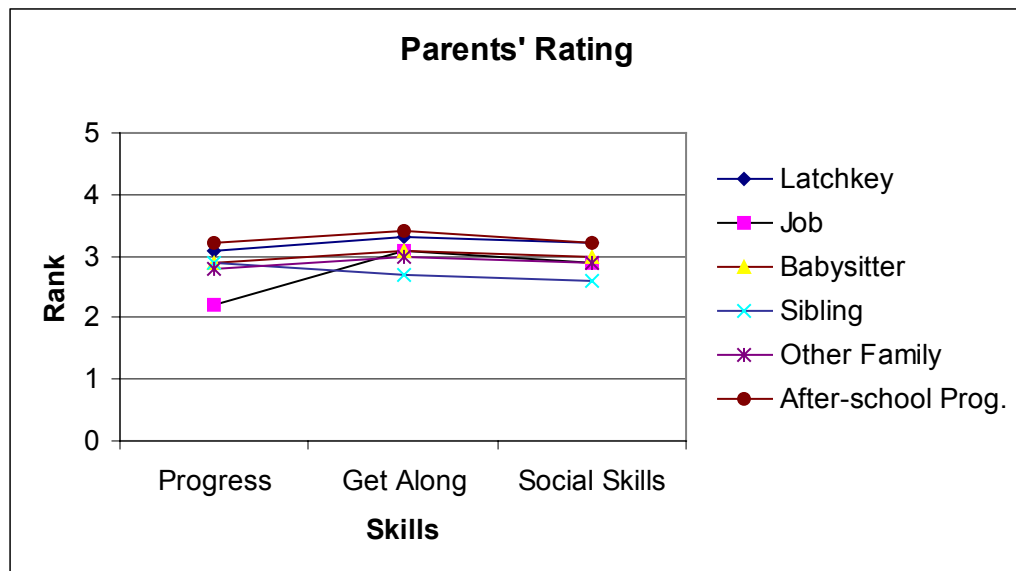
performance. Latchkey children as well as children watched by a sibling or other family member have the highest rates of television watching. One-on-one contact with a caring adult has been shown to have many positive and protective factors for children. Interestingly, children with a babysitter spend the least amount of time during the day interacting with an adult. Youth with jobs spend the least amount of time watching television and playing video games which is a positive, while they also spend the least amount of time reading books. While having a babysitter may seem better to families in terms of safety, these children are not reading as much or using the computer, doing homework, or interacting with an adult as children in other forms of after-school care.

Children left in the care of the sibling had the highest rate of behavioral problems as well as the highest rate of trouble with the law or at school.



Michigan families were asked whether a particular child was overweight, got into trouble with the law or at school, or had general behavioral problems. Children left in the care of the sibling had the highest rate of behavioral problems as well as the highest rate of trouble with the law or at school. Parents were more likely to report their children as having a weight problem if they were latchkey children.

Children with jobs had the lowest ranking of academic progress.



Michigan parents were asked to rate their children's progress in school, ability to get along with others, and their social skills. Children were rated on a scale of 1 'poor' to 5 'excellent.' Children left in the care of their sibling were the least likely to get along well with others and ranked the lowest in terms of social skills. Children with jobs had the lowest ranking of academic progress. Children attending after-school programs had the best outcomes of any other after-school option ranking highest in academic progress, better able to get along with others, and had the best reported social skills.

### Special Needs

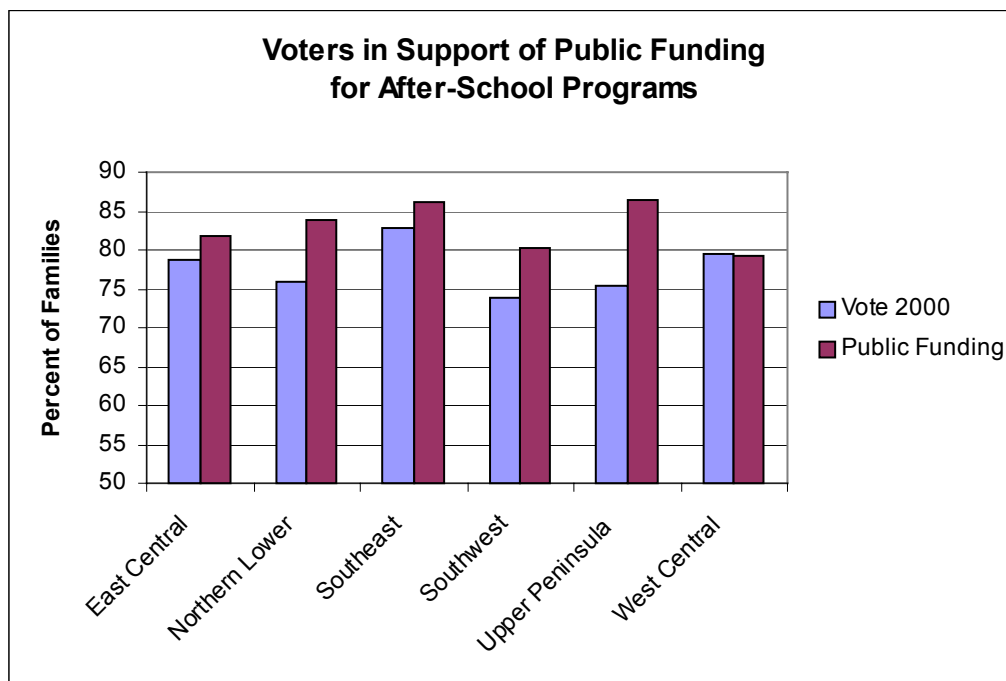
Michigan families were asked whether each child had a special need or disability such as mental, physical, learning, asthma, diabetes, etc. Nineteen percent of children were reported as having one of these disabilities. Of those children, 17 percent rated their disability as a high challenge for the child to navigate in his/her environment, 34 percent rated the disability as a medium challenge and 49 percent rated their disability as low. Twenty-five percent of Michigan parents

whose children had a disability stated that this disability would create a problem or difficulty for the child to participate in an after-school program. Overall, Michigan families felt children with special needs should be fully included in after-school programs; however, only 62 percent felt their community had the resources to include these children in programs.

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Twenty-five percent of Michigan parents whose children had a disability stated that this disability would create a problem or difficulty for the child to participate in an after-school program; however, only 62 percent felt their community had the resources to include these children in programs. In contrast 91 percent of agencies reported that their programs were accessible to children with physical and mental disabilities.

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### Regional Variations in the State of Michigan

All Michigan families were asked if they voted in 2000 and whether or not they would support public funding for after-school programs. The families in Southeast

Michigan reported the highest level of voting in the past election. The Southeast and Upper Peninsula reported the most support of public funding for after-school programs.



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# Best Practice for After-School Programs

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## Physical & Psychological Safety:

Fourth graders, Chris and Jon, were always getting into trouble at school. Both boys became involved with an after-school program and now enjoy planning arts and crafts projects for the younger children where young Sara tells them every day that she "loves" them.

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One key to effective after-school programs is the prevalence of developmentally appropriate practices to promote safety, participation and active engagement (Walker, 1999). These practices are necessary for youth to derive benefits from content. Consequently, policy makers must commit to developmentally appropriate practices in after-school programs and provide support to realize their commitment.

Professional experience and relevant literature guide discussion of best practices for school-age youth in this report. Fewer services have been designed and implemented for high-school age youth compared to their younger counterparts. Therefore, information for high-school age youth draws heavily from professional experience of committee members.

Leading practitioners, researchers and policy makers in the field of youth development have reached a consensus on the importance of identifying and offering appropriate practices in after-school programs. Positive youth development encompasses more than just addressing deficits or preventing them (Pittman et. al., 2000). Developmentally appropriate practices should also develop the physical, intellectual, psychological, emotional and social assets of youth to place them on a pathway to future success (National Research Council and Institute of Medicine, 2003). Broadly, developmentally appropriate practices involve actions that promote:

- adequate nutrition and physical activity;
- health and shelter;
- multiple supportive relationships with adults and peers;
- meaningful opportunities for involvement and membership;
- structure and clear limits;
- safety;
- challenging, engaging activities and learning experiences;
- and involving youth in decision-making regarding after-school offerings and desired outcomes.

(Connell & Gambone, 1999; Gambone et al., 2003; Forum for Youth Investment, 2002; Posner & Vandell, 1999; Villarruel & Lerner, 1994).

A conceptual framework comprising two structural components - organizational practices and activity practices- is used to describe best practices in after-school programs. Each component is widely recognized in the field of youth development and is frequently utilized to discuss and implement best practices.

Organizational practices include aspects, such as staffing, facilities and administration. Activity practices include aspects, such as goal setting, coordinating activities effectively and relationships that are developed between staff and youth.

## Organizational Practices

Organizational practices have been divided into three core elements: policies and structure; activities; and physical setting. Policies and structure refer to the processes and solutions employed to manage a youth-serving organization that is dedicated to developmentally appropriate practices.

Eight organizational practices related to *policies and structure* involved in providing after-school programs were identified:

1. *Strong management, sustainability, and goal setting* through the direct linkage of organizational missions and goals to the youth program by the creation of corresponding program goals and objectives and ongoing program improvement through regular assessments and evaluations.
  2. *Quality after-school staffing* requires that a background check is completed on every employee or volunteer staff. Preference should be given to those individuals who have youth development education or experience. Also, staff should participate in an interview and orientation before working with the after-school program. Staff must be trained in developmentally appropriate practices. Organization policies and procedures provide professional development opportunities for staff, create low staff-to-student ratios, conduct performance evaluations and give staff a chance to evaluate their superiors, the program and the organization.
  3. *Attention to safety, health and nutrition issues* includes the creation of safe and secure spaces with adequate materials, the availability of healthy snacks and the opportunity for participants to engage in physical exercise. Where needed, after-school programs should arrange for the provision of dinner to alleviate child hunger.
  4. *Effective partnerships with community-based organizations, parks and recreation agencies, non-profit organizations, juvenile justice agencies, law enforcement and other youth serving agencies* are established to increase program quality, diversity and availability.
  5. *Strong involvement of families* includes parent involvement in planning for youth programs and consistent communication throughout program sessions between service providers and participant families.
  6. *Linkages between school day and after-school programs* are established to ensure support for participants' individual achievement.
  7. *Neighborhood resources* that are available in the local community extending beyond the after-school program provide additional supports to children, youth and their families. Programs should promote other community-based activities that can further contribute to positive youth development.
  8. *Youth access* is regularly addressed through identification of barriers preventing full participation such as cost and transportation.
- (Chung et. al., 2000; Witt & Baker, 1999)
- Four organizational practices related to *activities* involved in providing after-school programs were identified:
1. *Establishment of social norms* that promote a sense of belonging and safety through staff actions such as greeting youth participants as they arrive and encouraging them to share concerns.
  2. *Staff facilitate positive behaviors that lead to success* by showing genuine interest in youth participants and encouraging them to examine the relationship between actions and consequences.
  3. *Multiple aspects of cultural and educational enrichment and skill building* are addressed including school subjects, sports, performing arts, technology, artistry, civic involvement and social, emotional, personal, physical and spiritual involvement.
  4. *Youth leadership is encouraged* through opportunities for involvement in activities such as peer mentoring, discussion leading, serving on decision-making boards and participation in program planning and reviews.

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"It is a fact that high school students face a tremendous amount of peer pressure and temptation everyday. It is much easier to resist these temptations when productive and fun alternatives are available."

Tyler, age 17

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Three organizational practices related to *physical settings* involved in providing after-school programs were identified:

1. *A safe and healthy physical environment* that is free of hazards, is clean and sanitary, and meets the requirements of the Americans with Disabilities Act of 1990.
2. *Emergency procedures are in place* to deal with unforeseen events that may endanger youth participants. The program has established procedures to prevent accidents and manage emergencies. Regular reviews of emergency plans are conducted.
3. *Environment is appropriate and comfortable.* Safe, clean and developmentally appropriate equipment is present. The space should provide for a full range of learning and recreation activities that reflect various learning styles and abilities of all children. It is also important that programs, equipment, and materials are adapted to encourage the participation of children or youth with disabilities.

#### Activity Practices

Activity practices have been divided into two core elements: meaningful learning opportunities and appropriate support systems. Meaningful learning opportunities require the combination of enriching subject matter in youth programs, such as mathematics or photography, and the chance for program participants to set goals and engage in leadership while concentrating on improving their skills in these subjects. Appropriate support systems increase the likelihood youth will take advantage of meaningful learning opportunities such as a warm caring atmosphere and youth partnerships during activities.

Nine components of activity practices related to *meaningful learning opportunities* involved in providing after-school programs were identified:

1. *Psychological and emotional safety* is secured through the enforcement of positive and respectful behavior by the establishment of clear behavioral expectations and consequences and through modeled actions by staff members.
  2. *A sense of belonging* is created by the facilitation of participant interaction and bonding and a curriculum that addresses the needs of the whole child, group needs and supports familiar school expectations and curriculums.
  3. *Active engagement* encouraged through participation in “hands-on” activities and experience in setting and achieving goals by engaging in chosen activities.
  4. *Positive health and wellness education.* Participants are encouraged to be more physically active and to make positive nutrition choices during their entire life.
  5. *Participation in diverse groups* including factors such as group size and age, gender and abilities of participants.
  6. *Choices* provide freedom and promote independence among participants, as they are encouraged to initiate their own activities, share their suggestions and are given the opportunity to choose from a variety of activities.
  7. *Reflection* by youth with staff members and/or peers about their participation in activities, including a discussion of benefits they have received from their engagement. A variety of methods may be used to facilitate reflection such as writing or role-playing.
  8. *Communication skills* are practiced through interaction with staff and peers and opportunities for participants to express themselves through writing and other media forms.
  9. *Goal setting* is encouraged by staff and is included in activities.
- (Benson, 2000)

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#### Participation & Choice:

Seven 14-year-olds and their leader, Mike, gathered for the fifth meeting of their photography club. “Today,” he said, “We’ll plan our exhibition.” He led a discussion of the exhibition during which youth helped to plan the details of the event.

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Seven components of activity practices related to appropriate *support systems* involved in providing after-school programs were identified:

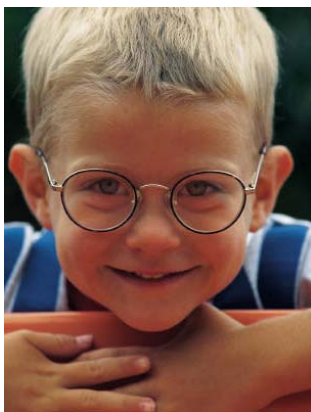
1. *A safe and warm environment* is created by interested and caring adult staff members who show respect of all youth participants. Youth participants must also be expected to show care and respect for staff members and peers.
2. *Coordination* is accomplished when programs begin and end on time, activities are clearly presented to participants and a variety of developmentally appropriate activity choices are available each day.
3. *The opportunity to learn new skills* is supported by staff members through the acknowledgement of successes and mistakes, guidance, instruction and encouragement to attempt new tasks.
4. *Staff and participant partnerships* in activities are created by including youth in decision-making and encouraging the expression of youth opinions.

5. *Staff role models and mentors* demonstrate positive behavior, exhibit consistent expressions of interest in youth participants and enforce rules and consequences regularly.
6. *Conflict resolution* is handled appropriately by staff with a non-threatening, problem solving approach (i.e., use calming approaches, stop hurtful actions, address feelings and make suggestions to resolve conflict). Youth participants are involved in peer mediation/conflict activities that allow them to become problem solvers and increase their negotiation skills.
7. *Youth-defined success and achievement* are supported by staff when setting daily expectations for activities (e.g., staff members ask questions, consistent and clear rules are established in advance). Youth participant accomplishments are acknowledged by staff, providing youth with a positive attitude toward the future and placing value on achievement.

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Young people need continuous exposure to positive experiences, settings, and people, as well as abundant opportunities to refine their life skills so that they have the means to move into productive jobs and other roles that build fulfilling relationships.  
(National Research Council and Institute of Medicine, 2002)

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# Coordinated Community-Wide Leadership of After-School Programs

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Communities must initially develop community-wide efforts that promote positive youth development for all young people, providing them with the opportunities to develop positive relationships, skills, competencies, and attitudes that will assist them in making positive choices for their lives.  
(Villarruel et. al., 2003)

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Coordinated community-wide leadership (CCL) is defined as *coordinated community-based systems that support after-school programs throughout the community for all school-age children and youth*. Identifying these programs provides a framework that enables agencies to be as efficient and effective as possible. Six components of CCL structures have been identified, including: (a) collaboration and coordination; (b) community-wide leadership team; (c) legislation and financing; (d) access; (e) marketing and communications; and (f) quality outcomes and evaluation. This section closes with examples of coordinated community-wide leadership in Michigan and other states.

## 1. Collaboration and Coordination

Creative partnerships between after-school programs, schools, and community-based organizations (e.g., non-profits, local parks and recreation agencies) can help a community increase the availability and diversity of after-school programs for school-age children as well as promote supportive relationships between parents, communities, and schools (Coltin, 1999). The collaboration of community resources is beneficial in countless ways. Specifically, it seeks to avoid service duplication and service gaps, which in turn promotes more efficient use of available funds and a more promising future of financial stability. With the partnership of specialized service providers, the quality of after-school programs improves as institutions are able to concentrate on and develop their

areas of program expertise. Such collaboration and coordination has been shown to increase youth access to quality community resources. For example, in several Michigan counties (Marquette, Manistee, St. Joseph) Multi-Purpose Collaborative Bodies (MPCB's) have mobilized the community to develop assets in adolescents. Community initiatives must also be designed to be sensitive to local conditions. Partnerships and collaborative structures that work in one community may not work the same way in another community (Walker et al., 2000).

## 2. Community-Wide Leadership Team

It is important for each community to create, develop, and sustain an entity that maintains strong community relationships as well as assesses how to best use a community's diverse resources (Chung et al., 2000). Illustrative of this is the manner in which St. Joseph County's MPCB pooled all the different small pots of money for transportation in the county to create a countywide transportation system. Community-Wide Leadership Teams (CWLT) should be comprised of key stakeholders that represent the full spectrum of resources available in the community. The community-wide leadership team is responsible for shaping a shared vision (Dryfoos, 1999) and developing an action plan that provides direction for community-wide after-school initiatives. Community-wide goals and objectives must be clearly outlined and representative of the needs of the entire community. Other responsibilities include: establishing a

fiscal procedure, advocating for public awareness, and setting policies by defining roles of key stakeholders (e.g., youth, parents, business leaders, faith-based organizations, policy-makers, youth advocacy groups, funders) and organizing infrastructure related to those roles.

### **3. Legislation and Financing**

For a community-based effort to support and expand after-school opportunities, the leadership structure must include efforts to address financial, legislative, and policy issues. Depending on the community, a range of approaches may be used and the roles of key stakeholders will vary. The most important and common element is a shared vision and consensus on how a particular community can support after-school programs in the context of federal, state and local environments. It is essential that the CWLT create and implement a sustainability plan to secure the diverse set of resources necessary to expand and maintain quality programs. Sufficient resources will be driven by federal, state, county, and local demographic reports, budgets, and policies that can provide both public and private program providers with what they need to deliver quality services to children and youth.

Five necessary components were identified to be a part of this sustainability plan:

- *measurable goals, objectives, and ultimate outcomes.*
- *legislative, policy and systems* change to secure necessary resources. This will require identifying federal, state and local policies that influence resources to be re-directed or allocated to support after-school programs.
- *a business plan* that identifies potential sources, fiscal agents, and accountability systems to enhance a community's ability to attract financial resources from a diverse base.

- *building capacity and strengthening quality* in areas of technology, strategic planning, organizational development, and outreach.
- *an evaluation system to monitor progress and results.*

### **4. Access**

Cities, initiatives, providers, schools, and parents consistently have found that demand for programs outweighs the number of quality programs available for youth. According to a nationwide poll conducted by the Afterschool Alliance, six out of ten voters say it is difficult for parents to find after-school programs in their communities (Afterschool Alliance, 2000). Each CWLT must work diligently to eliminate barriers to participation. For example, programs may be unavailable, unaffordable, of poor quality, or difficult for children and youth to get to after school ends each day (Patten & Robertson, 2001). Every community must make certain its program includes the community's marginalized groups as well as non-marginalized groups.

### **5. Marketing and Communication**

Coordinated community-wide leadership can play a critical role in effective marketing and communication. Local teams can be key resources for disseminating information to key after-school stakeholders at the local and regional level in order to develop/sustain grassroots support for after-school program efforts. To this end, a strategic marketing and communication plan is necessary to ensure public awareness. This plan should take advantage of as many communication channels as possible, including:

- e-mail/web sites;
- phone/toll-free numbers;
- printed materials;
- referral services ;
- and personal communication through parents, teachers, and health and human service organizations.

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Evidence shows that comprehensive approaches to youth development and violence prevention are most effective, yet currently services for school-age children and youths are fragmented and not sufficiently coordinated. (Sorenson, 2002)

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The plan should also target staff, volunteers and program collaborators to ensure that they are aware of goals and objectives of the after-school programs and have the most current information to pass onto participants and their parents. The plan should also enable local program providers to easily access national and statewide information on after-school programs to highlight and share successes at the local level.

## **6. Quality Outcomes and Evaluation**

A continuous evaluation component is incorporated into the design of effective after-school programs so that program planners are able to objectively gauge the progress of the program and participating students based on the goals set for the program (Chung et al., 2000). It is the job of the CWLT to build local, regional, and statewide capacity that allows for the assessment of after-school programs and dissemination of results. This assessment should incorporate the best practices outlined in the previous section of this report. Depending on the program and its goals, data collection may include students' academic performance, neighborhood and school crime statistics and school attendance records (Chung et al., 2000). Direct assessments of program quality may be appropriate for some services. The coordination of outcomes and evaluations is necessary to ensure that technical assistance is provided to support outcome-based evaluations, such as: (a) training; (b) instrument development; (c) data collection and analysis; and (d) report development. The ultimate goal of effective outcome-based evaluation is to ensure that the quality of after-school programs continually improves and that quality information is provided to policy makers and other stakeholders to ensure their continued support of after-school program initiatives. The CWLT should also take advantage of the many resources that are available throughout the state by partnering with universities,

community colleges, or other organizations that can provide technical assistance related to program evaluation.

## **Examples of Coordinated Community-Wide Leadership in Michigan**

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The committee explored a number of examples of how communities have been working to coordinate community-wide leadership regarding after-school programs. The examples that were selected highlight the components presented in this section of the report. The committee identified four examples of coordinated community-wide leadership representing urban, county, and rural areas:

### **Urban**

- Expanded Learning Opportunities
- Mayor's Time

### **County**

- Bridges to the Future Before- and After-School Programs

### **Rural**

- Rural Community Education Model

## **Expanded Learning Opportunities Initiative: Grand Rapids, Michigan**

The Expanded Learning Opportunities (ELO) Initiative began from a technical assistance grant awarded by the National League of Cities. The purpose for the development of ELO was to determine how to create a coordinated citywide system of after-school programming. The ELO Initiative has worked to connect service providers of various sizes to federal and state funding, previously they had not been able to utilize.

ELO's collaborative's structure includes five main focus areas: Access, Quality, Outcomes/Evaluation, Legislative/Finance and Marketing/Outreach. The collaborative also has a Steering Committee that ensures coordination between the committees,

and a Leadership Council comprised of key leaders, parents, youth, and community members.

ELO has facilitated the collaboration of over 50 community partners for two 21st Century Community Learning Centers Grants. The resulting programs and the over 50 community-based providers reach over 1,800 middle and elementary school students through structured, quality after-school programming.

Data collection on over 140 agencies offering after-school programs throughout the city has also taken place. In the collection process youth were engaged in a Youth Mapping Project, that helped to raise young people's awareness of what after-school programs are available in each of their city's neighborhoods. A community-accessible database of information is available through the local Heart of West Michigan United Way and 2-1-1. Neighborhood associations, the City of Grand Rapids, Grand Rapids Public Schools, Heart of West Michigan United Way, and numerous other organizations are all working to ensure information gets into the hands of parents through multiple venues. ELO is also reaching out to parents and providers, to educate them on the importance of quality after-school programs.

Community partners in ELO collaboratively developed the ELO Standards of Quality, a Self-Assessment Tool, as well as a set of community endorsed ELO outcomes. Also, a partnership has developed with a local network of youth workers, to facilitate training and technical assistance for after-school providers in alignment with the ELO standards.

ELO partners have done extensive advocacy at the local, state and federal levels to support quality after-school programming. A citywide, long-term fiscal sustainability plan with key community funders is also being developed to streamline funding

sources and ensure the greatest efficiency of dollars to support after-school and ensure every child has access to quality after-school programs.

### **Mayor's Time, Detroit**

As part of the Robert Wood Johnson Foundation's Urban Health Initiative, Mayor's Time, Inc is dedicated to improving the health and safety of children and youth in metropolitan Detroit. Mayor's Time works with after-school program providers to increase the quality and quantity of after-school programs so that at least 50 percent of young people are involved. Emphasis is on education and information, building strategic partnerships, and expanding quality programs. Mayor's Time works with over 682 community partners and providers to build collaboration between government, community groups, not-for-profit providers and for-profit entities.

To help build partnerships, Mayor's Time's After-School Investment Strategy plan advocates for: (1) the need for a significant increase in funding to support expanding quality after-school programs; (2) additional funding that is a blend of public and private funds; (3) increasing access to integrated information and accountability systems; and (4) communications and marketing to create the public demand that public policy makers increase the quantity and quality of after-school programs and activities.

Part of the Investment Strategy calls for leveraging state funds to increase funding for after-school programming. Mayor's Time also educates elected officials, funders, and policy makers about specific policies and investments that can strengthen local organizations.

Mayor's Time has promoted quality standards and accountability to a select group of key after-school providers and leaders have been

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"Improving academic achievement" and "providing opportunities to learn" are second only to "helping working families" as the top choices among voters for the most important outcomes from after-school programs. (Afterschool Alliance, 2000)

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asked to serve in the role of After School Management Organizations. They provide the needed infrastructure to receive public funding, use data more effectively to promote continuous improvement and to demonstrate positive outcomes. For example, technical assistance is being offered for staff and program development specifically to serve special needs children in metro Detroit.

**Bridges to the Future Model for Before- and After-School Programs: United Way of Genesee County**

Bridges to the Future (BTF) is a flexible and adaptive model for before- and after-school programming. It is intended to strengthen and expand existing coalitions to improve efforts to institutionalize before- and after-school programs based on the development of youth assets and establishing long-term sustainability. BTF supports before- and after-school programming in all twenty-one school districts in the county, with United Way of Genesee County serving as the neutral convener. The Genesee Intermediate School District, the Flint Community Schools and United Way are the anchor members of the collaboration. BTF has rural, suburban and urban districts working together to leverage new dollars and redirect existing dollars into the county for before- and after-school programming.

A Governance Board of community leaders established BTF in 1996. After the initial model was organized, a Steering Committee was selected to provide ongoing guidance to the collaboration. The Steering Committee is comprised of community and organizational leaders, political leaders, faith-based representatives, and representatives from the anchor members of the collaboration. They meet monthly to report achievements and challenges. In addition, they discuss the results of the yearly evaluation, make recommendations

for the coming year and provide direction to the Training, Marketing, Evaluation and Sustainability sub-committees.

Youth Development is considered a top priority for BTF. Each Bridges site is asked to develop a Youth Advisory Council (YAC) along with Site Advisory Councils (consisting of parents, administrative staff, local business people, and teachers). Each district or school has a facilitator in the building to coordinate the programs, distribute snacks, and hire vendors to teach the classes. More than 12,000 students participated in the Bridges to the Future program in 2002-2003.

**Rural Community Education Model, Consolidated Community School Services**

Consolidated Community School Services, created in 1971, is a consortium of seven rural school districts in Michigan's Eastern Upper Peninsula. The consortium provides a comprehensive school based community education program in these districts. It recognizes the school as a focal point that extends its facilities and resources to the broadened community, providing opportunities for people to work together to improve both their own lives and the well-being of the community. Using this community education process, member districts have identified the need for extended day services for students that provide before- and after-school activities to meet education, recreation and enrichment needs.

This program has been funded through a combination of resources leveraged by bringing together small rural schools. Combining resources creates the necessary capacity that provides long-term stability due to the instability of short-term funding. This model embraces each community's unique identity and promotes local decision-making. Vision and oversight of the consortium is provided through representatives from each district's

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Young people with nothing to do during out-of-school hours miss valuable chances for growth and development. The odds are high that youth with nothing positive to do and nowhere to go will find things to do and places to go that negatively influence their development and futures.

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(National Institute for Out-of-School Time, 2003)

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board of education, superintendent and community education coordinator. The community education director is responsible for overall implementation and administration of the consortium.

Locally, community education coordinators work with townships, faith based organizations, service clubs, parents and other community organizations to provide site management and marketing. It is a challenge to provide opportunities in small rural communities that do not have the varied community resources as seen in larger rural communities, let alone those available in urban and suburban settings. This challenge is met through a creative process that offers local residents and community partners the opportunity to become active in being responsive to the needs of parents, children and other community members.

### **Examples of Coordinated Community-Wide Leadership Nationwide**

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#### **4-H After-School Programs**

Currently, 4.2 million young people participate in 4-H after-school programs in more than 260,000 sites nationwide. 4-H Afterschool was created to include a variety of program efforts already underway within the Cooperative Extension System (CES), as well as programs supported by local and state efforts. 4-H Afterschool is a collaborative effort of the CES; state land grant universities; state and county governments, Cooperative State Research, Education, and Extension Service, United States Department of Agriculture, National 4-H Council and the J.C. Penney Afterschool Fund. It was officially launched in 2002 to help youth achieve social, emotional, physical, and academic success in urban, suburban, and rural communities. Michigan has been a key partner in developing this nationwide initiative. Michigan State University Extension Children, Youth and Family Programs is currently in the process of training and disseminating information on 4-H Afterschool to all of its CES staff/volunteers and other youth professionals in each of the 83 counties in Michigan.

4-H Afterschool provides a variety of education and technical assistance programming opportunities for CES and other youth development professionals that vary in

degrees of time and intensity. For example, CES staff provide: (a) unbiased information for community change; (b) resources to the community (e.g., assistance with needs assessment, program quality standards, grant proposal writing); (c) infuses 4-H curriculum into after-school programs, (d) starts 4-H clubs in existing after-school programs, (e) trains staff and/or volunteers; and (f) provide research-based information for public policy changes. These efforts are designed to enhance the capacity of local youth organizations and 4-H volunteers to enhance after-school youth development efforts throughout the U.S.

One example of a 4-H after-school effort is taking place in Lapeer, Michigan. 4-H Read teaches literacy, social, and life skills. It partners with the Lapeer County Service Learning Program and local schools to link adult and teen volunteers with early elementary school youth who are reading below grade level. In the summer of 2003 in five sites, 199 young people participated in a tutoring and mentoring program to increase the time spent on reading, improve attitudes towards reading and build lifeskills.

#### **Better Educated Students for Tomorrow (BEST): Los Angeles, California**

Better Educated Students for Tomorrow (BEST) provides 10,000 students in 62 schools across the city with academic tutoring and instruction, a safe haven for enrichment and recreation, and an opportunity to develop self-discipline, self-confidence, and interpersonal skills. Through a partnership of the Los Angeles Unified School District, the City of Los Angeles, California Department of Education, and private sector companies, the program runs until 6 p.m. after school, Monday through Friday, serving children in neighborhoods vulnerable to gangs, crime and drugs.

The program includes homework assistance and learning activities, clubs, and diverse and creative enrichment activities. A significant number of parents and volunteers participate in regional and citywide activities. Independent evaluations have shown that children who participate in LA's BEST get better grades, have greater enthusiasm for regular school and show positive changes in behavior. Schools running an LA's BEST program have shown a reduction in reports of school-based crime (Chung, 2000).

**The After-School Corporation (TASC):  
New York, New York**

The After-School Corporation (TASC) in partnership with the City of New York, New York State, and the New York Board of Education is currently providing after-school funding to 100 sites located in schools in New York City and nine sites

in upstate New York and Long Island. As of February 2000, TASC funded programs are serving more than 25,000 school children. The program is open from 3 p.m. to 6 p.m. every day and is available to children enrolled in that public school. Activities include: arts enrichment, recreation, literacy and language arts, sports, cultural awareness, technology literacy, mathematics and science, community service, career preparation, and college preparation. (Chung, 2000)

In the year two evaluation of TASC, 84 percent of principals responding to a survey reported that the TASC after-school program had improved the overall effectiveness of the school, student motivation (81 percent), student attitudes toward school (81 percent), and student attendance (77 percent) (National Institute of Out-of-School Time, 2003).

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# An Action Plan for Michigan

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To develop an implementation plan for financing and sustaining quality after-school programs statewide, the MASI Implementation Committee reviewed after-school state plans and/or authorizing legislation in four other states. It also reviewed the after-school program and youth development literature, the literature on financing after-school programs and needed state policy supports. This review identified the necessary policies, financing mechanisms and state and local infrastructure to support and sustain after-school programs serving children and youth. This section of the report presents the logic model for the MASI plan for expanding and sustaining quality after-school programs in Michigan.

There were several assumptions made in developing the implementation plan.

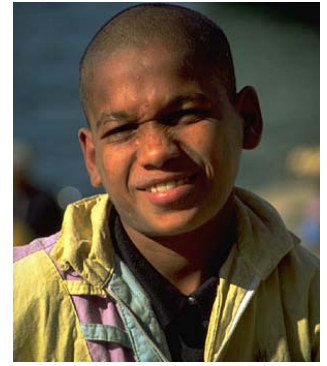
1. Making after-school programs available statewide will take broad-based support from a variety of stakeholders.
2. State and local infrastructure investments are necessary to develop and sustain quality after-school programs.
3. Communities need support to provide a continuum of after-school programs: to ensure after-school programs become a universal service in Michigan. However, these continuums must be responsive to local needs because, not all children and families desire the same services.
4. The differing costs of after-school programs are based on a host of factors; including different program components, hours of operation, geographic location and program location (school-based versus non-school-based), the level of quality investments such as staff training and licensing and/or accreditation, as well as the availability of community and start-up resources.

5. Programs have a variety of outcomes they desire to achieve and a variety of service delivery approaches to achieving their overall goals of: (1) providing a safe and stimulating environment for children and youth during the after-school hours; and (2) easing the burdens for these children's caregivers by providing adult supervision during after-school hours. Current Michigan programs range from formal district-wide efforts such as the Farmington Hills' before- and after-school programs, to entirely volunteer efforts such as Grand Parents in Need of Supports (GAPINS) in Detroit whose twin goals are to provide grandparents raising their grandchildren respite, and kin children cultural and recreational enrichment opportunities. Programs such as GAPINS provide needed supports to families whose children would otherwise wind up in the costly public foster care system. In between these two extremes are isolated school district efforts to implement Schools of the 21<sup>st</sup> Century Community Learning Centers, local park and recreation agencies, YMCAs, Boys & Girls Clubs, tutoring, and various offerings from school districts and community-based organizations.

## Plan Goals, Objectives and Actions

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Studies of after-school research and model programs reveals an emphasis on coordinating existing resources by: (a) leveraging additional resources for funding program operations; (b) underwriting training and technical assistance; (c) designing and implementing evaluations; and (d) aligning the costs of state and local infrastructure supports. The Implementation



Investments in after-school programs, especially for the children most at risk of sliding into delinquency or becoming victims of crime, do pay for themselves many times over, not only in lives but even in tax dollars.  
(Newman et. al., 2000)

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"Just because there are budget cuts doesn't mean we should forget about after-school programs. There is no excuse, no excuses at all."  
Anthony, age 14

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Committee's recommendations capitalize on existing infrastructures such as MPCBs, and the Michigan Department of History, Arts, and Libraries' database of cultural institutions offering creative after-school activities to maximize available resources and to avoid redundancies. To achieve goals and objectives requires state and local systems coordination and collaboration to support local after-school program activities.

**Goal 1.**  
**Reinforce and extend existing public support for after-school programs.**

**Objectives**

1. Establish MASI as an ongoing state-wide network. Expand MASI membership to include greater representation from: education; business; labor; faith-based communities; after-school program providers; parents; youth; legislators; all state departments; the Governor's office; foundations; and MPCBs.
2. Enhance public understanding for the need, costs, benefits and outcomes of quality after-school programs and other structural out-of-school programs.

**Actions**

1. Establish enabling language in Michigan Department of Education (MDE) and Family Independence Agency (FIA) budget bills to fund a MASI Coordinator position (25 percent match from each department) with the remaining 50 percent matched with private funds to manage the MASI.
2. Establish enabling language in MDE and FIA budget bills to expand MASI's duration and to include oversight of the implementation plan to ensure access to after-school programs for every school-age child in Michigan.

3. The Governor and Legislature should provide a clear vision, mission and guidance to each department, local affiliates and contract agencies (public and private) relative to their role in the after-school services system.
4. Require MASI to annually report its activities and recommendations to the Governor and to the Legislature, and use these annual reports for a public education campaign.
5. Develop and provide training for site-based providers and community-wide leadership/action teams that enhances their capacity to provide the highest quality after-school programs possible. These community-wide structures are the most effective means for disseminating information on after-school programs.
6. Develop a network enabling local program providers easy access to national and statewide information on after-school programs and highlight and share successes at the local level.
7. Use community-wide leadership teams as key resources for disseminating information to key after-school stakeholders at the local and regional level in order to develop/sustain grassroots support for after-school program efforts.
8. Providers should develop a community-wide programming model that involves a coalition of stakeholders in an effort to coordinate after-school program efforts. This coordination may involve school-based and non-school-based programs (e.g., non-profits, local parks and recreation agencies, faith-based programs), individual organization collaboration, coordinated programming with funding organization, as well as other initiatives that respect local/regional needs and capacities.

**Goal 2.**  
**Develop state structures and policies that support quality after-school programming.**

**Objectives**

1. MASI will work with the administration to ensure accountability and across department support of after-school programs.
2. State level policy barriers will be identified and removed.
3. Local MPCBs will work with local CWLTs to collect data for a state Youth Development Budget.
4. MPCBs/CWLTs will develop local plans for youth development service continuums.
5. Prioritize after-school programs in the state budget.

**Actions**

1. Determine needed state level policies to make programs less fragmented and more responsive to local level needs.
2. Create a common request for a proposal (RFP) for after-school programs across state departments and collect common information and outcomes.
3. Develop guidelines for outcome measures based on child and youth development principles. These should be based on the statewide standards for after-school programs developed by the MDE. These standards should be continuously modified where necessary in cooperation with evaluation efforts at the local, regional and state levels.
4. Require all programs regardless of fund source to evaluate the effectiveness of their interventions and submit these reports to MASI. The compliance with standards should be a criterion in receiving continued funding.
5. Identify and remove policy and funding barriers to local collaboration relative to after-school programs.
6. Coordinate professional development and joint training to maximize efficiency and expertise. MASI should continue to utilize existing expertise in Michigan to provide technical assistance and

training to other programs in addition to 21<sup>st</sup> Century Community Learning Centers programs. Training and technical assistance should be delivered across agencies and at all levels (e.g., family/child, provider, local, state).

7. Invest in training and technical assistance, salary schedules and other incentives to attract and retain qualified program staff.
8. Require all publicly funded programs to use the state funded 21st Century Community Learning Centers data reporting information system, but add modules to the information system that allow for unique community needs. Allow privately funded programs to use the state funded data reporting information system, and reimburse the state for use of the information system.
9. Evaluate community-wide structures that support quality after-school programs in order to identify strategies that are most effective in assisting site-based program providers.

**Goal 3.**  
**Identify and facilitate access to sustainable funding mechanisms for existing after-school programs.**

**Objectives**

1. Identify and coordinate all available federal, state, local, and private funding supports for after-school programs.
2. Develop blended funding strategies to maximize available federal, state, local, and private funds.
3. Identify and promote individual and corporate tax incentives to support after-school programs.

### **Actions**

1. The Governor directs The Department of Management and Budget (DMB) to analyze expenditures for children and youth services for the purpose of establishing a youth development budget.
2. Enact enabling legislation that allows private and local public funds to be pooled and used to leverage available federal funds, which the state cannot currently draw down due to a lack of general fund dollars to match available federal revenues. Special attention should be paid to leveraging non-traditional, federal and state after-school funding (e.g., Medicaid) for behaviorally or developmentally challenged children.
3. Enact an after-school program and child care tax credit (not a tax deduction) for parents and caregivers to offset the costs of after-school care for their children.
4. Enact corporate tax incentives for contributions of resources to after-school and other out-of-school time programs (e.g., before-school, evenings, weekends, summer).
5. MASI will work with county administrators, courts, the Governor and Legislature to develop and enact an enhanced county child care fund to increase available funding for after-school programs to avert out-of-home placements.
6. Create a clearinghouse within the DMB to coordinate federal funding opportunities for youth development and after-school programs.
7. Use the RFP process to encourage providers and communities to contribute monetary and/or in-kind supports for programs.
8. Assess how Federal Title I and State 31A at-risk funds are currently being used and hold school districts accountable for how these at-risk funds are used.
9. It is essential that the capacity of community-wide leadership teams

be developed that enables them to create effective partnerships, develop sustainability plans and to provide technical assistance and/or training that supports local after-school initiatives. Parent and youth involvement are critical to this team.

### **Goal 4.**

**To ensure that all school-age Michigan children have access to a variety of quality after-school programs that enhance physical, social, emotional and cognitive development.**

### **Objectives**

1. Develop the after-school program capacity of all communities in Michigan to ensure statewide capacity by 2005.
2. Expand the capacity of communities with existing out-of-school programming to meet the need for after-school programming by 2006.

### **Actions**

1. Provide technical assistance and guidance such as the Finance Project's Cost Worksheet for Out-of-School Time and Community School Initiatives (2000) to determine the local level of funding needed for after-school programs.
2. Funders (public & private) make communities without any after-school program capacity a priority for funding program operations and technical assistance.
3. Funders (public & private) make communities, where need exceeds capacity, a second priority for funding program operations and technical assistance.

### **Goal 5.**

**Alleviate the after-school child care burdens of working parents and caregivers.**

### **Objectives**

1. Develop a network of quality after-school programs that are available at the times and

locations needed by parents and caregivers throughout Michigan.

2. Ensure awareness and access for parents and caregivers to enable their children's participation in after-school programs within their community.

#### **Actions**

1. MASI gives guidance to local MPCBs/CWLTs to assess the existing local after-school program capacity including the location, operating hours, service approach, fund source and cost of services.
2. Local MPCBs/CWLTs develop plans for a continuum of available after-school opportunities. Create, maintain and disseminate directories of existing programs accessible through 211 lines or web-based through County or School District web sites.
3. Provide guidance and funding to local MPCBs/CWLTs to collect and report on these data for the state level Youth Development Budget and to develop local plans for filling service gaps in the after-school local program continuum.
4. Advocate with federal and state authorities to decrease barriers that limit access to the federal Child and Adult Care Food Program, After-School Snack/Supper Program into one

combined feeding program.

Participation in this program will improve children's health and well-being, and strengthens the fiscal soundness of after-school programs by diversifying the fund sources supporting programs.

#### **Summary**

Achievement of all the goals of the Michigan plan will take several years. Priority activities that can be done in 2004 include having the Governor and Legislature authorize the continuation and expansion of the MASI, and providing the MASI with a clear mandate and lines of accountability. One of the first activities a newly expanded MASI can do is assess and assign time frames and specific tasks for achievement of the Michigan plan. Increasing the capacity of after-school programs is a win-win situation for Michigan's families, employers, educators and taxpayers. This will enable more youth to reach their full potential, maximize use of existing tax dollars and enhance the quality of life for all Michigan families.



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# Appendix A



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## Michigan House Resolution No. 26

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“Resolved by the House of Representatives, That we request the Department of Education and the Family Independence Agency to convene and co-chair a task force, to be known as the Michigan After-School Initiative, to develop a plan to ensure quality after-school programs for every school-age child in the state. The Michigan After-School Initiative shall be comprised of other related state agencies and private organizations representing violence prevention organizations, parents, park districts, special needs populations, private foundations, civic and cultural organizations, businesses, manufacturers, community-based youth service providers, law enforcement, education, local voluntary organizations, faith-based communities, health, evaluation, and research institutions, child and youth advocacy groups, alcohol, tobacco, and substance abuse prevention professionals, and mental health interests; and be it further Resolved, That the activities of the Michigan After-School Initiative shall include (i) an assessment of the state of after-school services in this state, including identification of the

number of children and youth served statewide in after-school programs, identification of the number and location of children and youth who are in need of after-school programs, and identification of the various funding streams currently supporting after-school programs, and (ii) the development of a plan for coordinating after-school services and for achieving a goal of providing after-school services for every school-age child in this state; and be it further Resolved, That the Michigan After-School Initiative plan shall include strategies for this state to promote best practice models for after-school programs and to promote coordination and collaboration of after-school services at the local level; and be it further Resolved, That the Michigan After-School Initiative shall engage children and youth in development of the plan; and be it further Resolved, That the Michigan After-School Initiative shall review and report to the Legislature on model programs operating in this state and other states and that the review shall look at program components identified as best-practices and based on proven research; and be it further Resolved,

That the Department of Education or the Family Independence Agency may provide, by grant or contract, support to a statewide organization for the development and implementation of the Michigan After-School Initiative plan and assessment, that funds for the Michigan After-School Initiative shall be sought from the federal government and state human service departments, and that private sponsorship may also be sought; and be it further Resolved, That the Department of Education and the Family Independence Agency shall report to the Governor and Legislature on the Michigan After-School Initiative plan and submit recommendations by December 15, 2003; and be it further Resolved, That copies of this resolution be transmitted to the Department of Education and the Family Independence Agency.” (2003 HJ 22).

# Appendix B



## MASI Committee Members

### Coordinating Committee

- David Kingsley, Coordinator, *Michigan Department of Education*
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- Lisa Brewer, *Michigan 4C Association*
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- Phil Wells, *Mayor's Time - Detroit and Youth Connection*

### Implementation Plan

- Jeriel D. Heard, Chair, *Mayor's Time – Detroit*
- Joan Abby, *Mayor's Time - Detroit*
- Martha Climo, *Michigan Historical Center*
- MaryAlice Galloway, *Michigan Department of Education*
- Jack Liang, *Huron Clinton Metroparks Authority*
- Bill Long, *Michigan Federation for Children and Families*
- Shanetta Martin, *Michigan's Children*
- David Moilanen, *Huron Clinton Metroparks Authority*
- Bob Parks, *Michigan Association of United Way*
- K.P. Pelleran, *Fight Crime: Invest in Kids - MI*
- Sharon Peters, *Michigan's Children*
- Patrick Shafer, *Michigan Association of Community and Adult Education*
- Bill Sutter, *Consolidated Community School Services*

### Best Practices- Primary and Elementary

- Lisa Brewer, Chair, *Michigan 4C Association*
- Lindy Buch, *Michigan Department of Education*
- Kim Burch, *MI School Age Child Care Alliance*

- Cathy Craig, *South Lyon Public Schools*
- Matthew Koch, *Teen Ranch, Inc.*
- Deborah McCormick, *Catholic Charities*
- Judith Pasquarella, *Office for Drug Control Policy*
- Andrew Pass, *Michigan State University*
- Barbara Roth, *YMCA of the USA*
- Tylitha Stewart, *Mayor Kilpatrick's Office*
- Mary Sutton, *Bay Area Family Y*
- Lorraine Thoreson, *MI School Age Child Care Alliance*

### Youth Contributors

- Jessica Armstrong, 16, *Hale, MI*
- Jameelah Brewer, 15, *Flint, MI*
- Hannah Cohen, 13, *Farmington Hills, MI*
- Lindsay Ellis, 13, *Farmington Hills, MI*
- Molly Enter, 16, *Grand Rapids, MI*
- Jeremy Fortuna, 16, *Detroit, MI*
- Alice Hu, 11, *Farmington Hills, MI*
- K.C.L. Kellar, 16, *National City, MI*
- La Tonya King, 14, *Flint, MI*
- Curtis McGuire, 17, *Farmington, Hills, MI*
- Anthony Putras, 12, *Farmington Hills, MI*
- Shantae Walls, 17, *Detroit, MI*
- Malinda Williams, 13, *Detroit, MI*



"Youth input is very important. They should be involved in everything."

- Farmington Hills Middle School Student

# Appendix C



## MA SI Organizations

**Bethany Christian Services**

[www.bethany.org/](http://www.bethany.org/)

**Bridges to the Future – United Way of  
Genesee County**

[www.unitedwaygenesee.org](http://www.unitedwaygenesee.org)

**Carman-Ainsworth School District**

[www.carman.k12.mi.us/](http://www.carman.k12.mi.us/)

**Catholic Charities**

[www.catholiccharities-mi.org](http://www.catholiccharities-mi.org)

**Catholic Social Services, St. Vincent Home**

[www.css-svh.org/css-svh.htm](http://www.css-svh.org/css-svh.htm)

**City of Farmington Hills Youth and Family  
Services**

Phone: (248) 473-1841

**Commission on Children, Youth, and Family  
Services**

Phone: (248) 473-1893

**Communities for Youth on the Edge of  
Success**

[www.msue.msu.edu/branch/volunteer/data/opportunities/mentoring/mentor3.htm](http://www.msue.msu.edu/branch/volunteer/data/opportunities/mentoring/mentor3.htm)

**Consolidated Community School Services**

Phone: (906) 495-7305

**Family Independence Agency**

[www.michigan.gov/fia](http://www.michigan.gov/fia)

**Fight Crime: Invest in Kids - Michigan**

[www.fightcrime.org/](http://www.fightcrime.org/)

**High/Scope Educational Research  
Foundation**

[www.highscope.org/](http://www.highscope.org/)

**Huron-Clinton Metroparks Authority**

[www.metroparks.com/index.php](http://www.metroparks.com/index.php)

**Institute for Children, Youth and Families**

[www.icyf.msu.edu/](http://www.icyf.msu.edu/)

**Marquette-Alger Youth Foundation**

[mayf.org/index.htm](http://mayf.org/index.htm)

**Mayor Kilpatrick's Office**

[www.ci.detroit.mi.us/mayor/](http://www.ci.detroit.mi.us/mayor/)

**Mayor's Time**

[www.mayorstime.com](http://www.mayorstime.com)

**Michigan 4C Association**

[www.mi4c.org/](http://www.mi4c.org/)

**Michigan Association of Community and  
Adult Education**

[www.macae.org](http://www.macae.org)

**Michigan Association of United Way**

[www.uwmich.org/](http://www.uwmich.org/)

**Michigan's Children**

[www.michiganschildren.org/](http://www.michiganschildren.org/)

**Michigan Department of Community Health**

[www.michigan.gov/mdch](http://www.michigan.gov/mdch)

**Michigan Department of Education**

[www.michigan.gov/mde](http://www.michigan.gov/mde)

**Michigan Federation for Children and  
Families**

[www.michfed.org/](http://www.michfed.org/)

**Michigan Historical Center**

[www.michigan.gov/hal/0,1607,7-160-17445\\_19273-51007--,00.html](http://www.michigan.gov/hal/0,1607,7-160-17445_19273-51007--,00.html)

**Michigan Municipal League**

[www.mml.org/](http://www.mml.org/)

**Michigan Recreation and Park Association**

[www.mrpaonline.org/index.html](http://www.mrpaonline.org/index.html)

**Michigan School Age Child Care Alliance**  
Phone: (517) 548-6310

**Michigan State University**  
[www.msu.edu/](http://www.msu.edu/)

**Michigan State University Extension- Child,  
Youth and Family Programs**  
[www.msue.msu.edu/home/](http://www.msue.msu.edu/home/)

**MSU Department of Family Child Ecology**  
[www.fce.msu.edu/fcegradapp.html](http://www.fce.msu.edu/fcegradapp.html)

**MSU Institute of Children, Youth and Family**  
[www.icyf.msu.edu/](http://www.icyf.msu.edu/)

**MSU Department of Park, Recreation and  
Tourism Resources**  
[www.prr.msu.edu/Main/](http://www.prr.msu.edu/Main/)

**National Center for Community Education**  
[www.nccenet.org/](http://www.nccenet.org/)

**Office of Children, Youth and Families –  
Grand Rapids**  
[www.ci.grand-rapids.mi.us/departments/OCYF](http://www.ci.grand-rapids.mi.us/departments/OCYF)

**Office of Drug Control Policy in the  
Department of Community Health**  
[www.michigan.gov/mdch](http://www.michigan.gov/mdch)

**Teen Ranch, Inc**  
[www.teenranch.com/index.asp](http://www.teenranch.com/index.asp)

**The Youth Connection**  
[www.mayorstime.com](http://www.mayorstime.com)

**United Way – Grand Rapids**  
[www.unitedwaycares.com/unitedway](http://www.unitedwaycares.com/unitedway)

**Wedgewood Christian Services**  
[www.wedgwood.org/](http://www.wedgwood.org/)

**YMCA of the USA**  
[www.ymca.net/index.jsp](http://www.ymca.net/index.jsp)